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ASSIGNMENT BOOKLET 6B

Grade One Thematic
Module 6B: Days 10 to 18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE
 (if label is missing or incorrect)

 Student File Number:

 Date Submitted:

Apply Module Label Here

 Name

 Address

 Postal Code

*Please verify that preprinted label is for
correct course and module.*
FOR SCHOOL USE ONLY
 Assigned Teacher:

 Date Assignment Received:

 Grading:

 Additional Information:

Teacher's Comments

Teacher's Signature

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

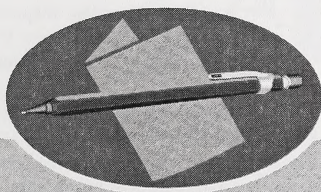
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade One Thematic

Module 6

On the Move

ASSIGNMENT BOOKLET 6B



Learning
Technologies
Branch

Alberta
LEARNING

This product is the result of a joint venture with the following contributors:



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Module 6B: On the Move
Assignment Booklet 6B
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Grade One Thematic Assignment Booklet 6B

Learning Tasks

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, journal entries, audiocassettes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for **you** is in one type style. Text for **you and the student** is in a different type style and is indented. See the example that follows.

Text for you and the student
will appear like this.

Text for you
will appear like this.

Grade One Thematic

Assignment Booklet 1A

Day 6: Choice 1

Printing Tt

Trace over the first dotted T or t in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.

upstairs

main floor

basement

2

1

upstairs

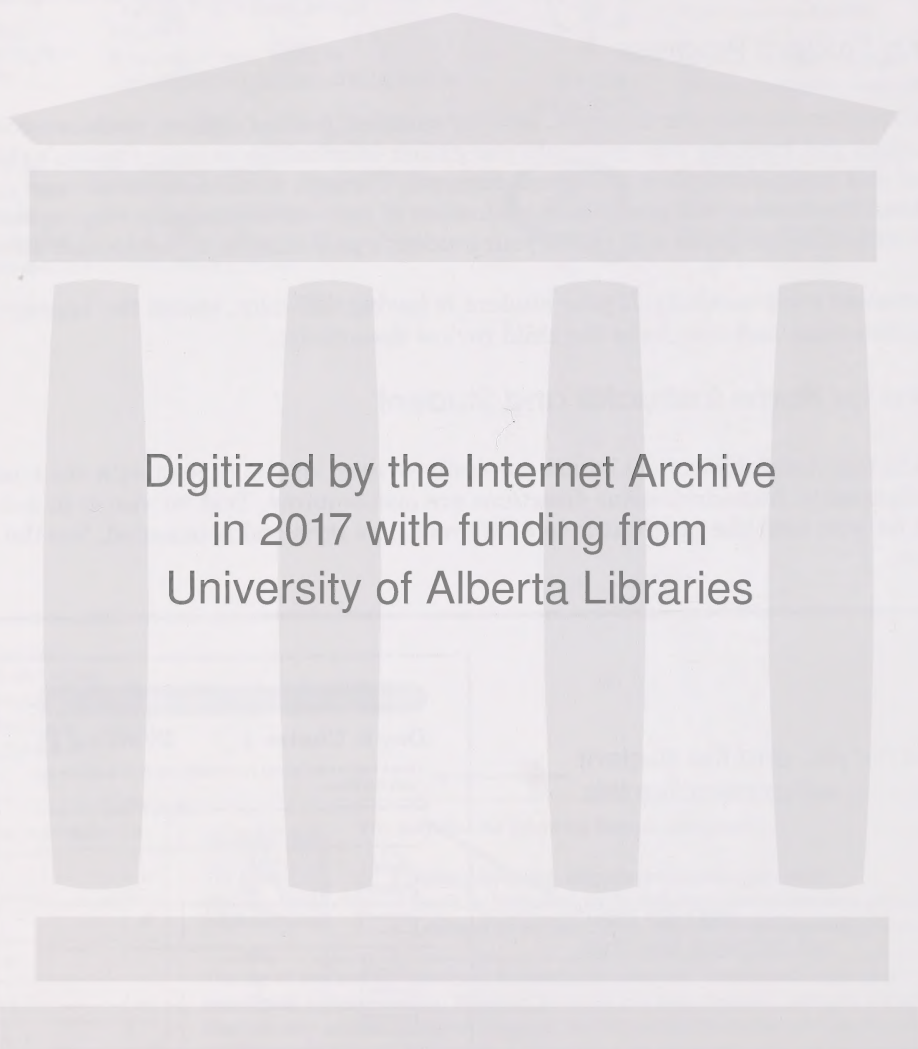
main floor

basement

2

1

16

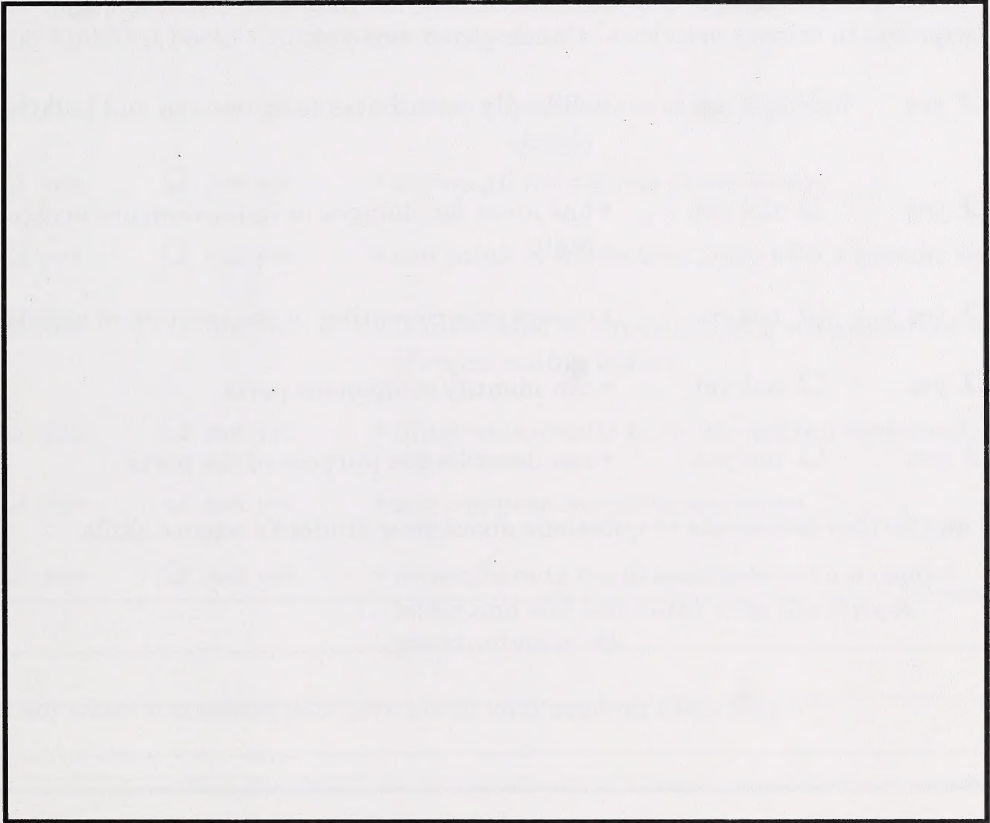


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Day 10

Rolling Toy

Draw a diagram of the toy you made and label each of the parts.



Print the name of some parts you used. Tell what each part does.

1. _____

2. _____

3. _____

Day 10

Learning Log

Home Instructor's Comments

What have you observed about your student's developing skills, attitude, and participation in science activities? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • willingly contributes to the design and building of objects |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • has ideas for changes or improvements to objects built |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys experimenting in the creation of objects |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify component parts |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can describe the purpose of the parts |

Add any further comments or questions about your student's science skills.

Student's Thoughts

Day 11

Learning Log

Home Instructor's Comments

What do you observe about your student's interest and participation in creating the Action Alphabet book? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows all the letters of the alphabet |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows all the sounds of the letters |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can think of words that start with a specific letter |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is interested in experimenting with different ways of representing letters |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • illustrates details from the written sentences |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can compose complete sentences |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • remembers to begin sentences with a capital letter and end sentences with the correct punctuation mark |

Add any other comments you have about your student's learning.

Student's Thoughts

Day 12**Writing Sentences**

Use the two words in each numbered group to write a sentence on the line. Remember to use capital letters and ending punctuation. The first one has been done for you as an example.

1. dress green

I like my green
dress.

2. train stop

3. swing play

4. snake frog

5. flag

grab

Day 12

Bicycle Safety Book

Follow these steps to make the Bicycle Safety book.

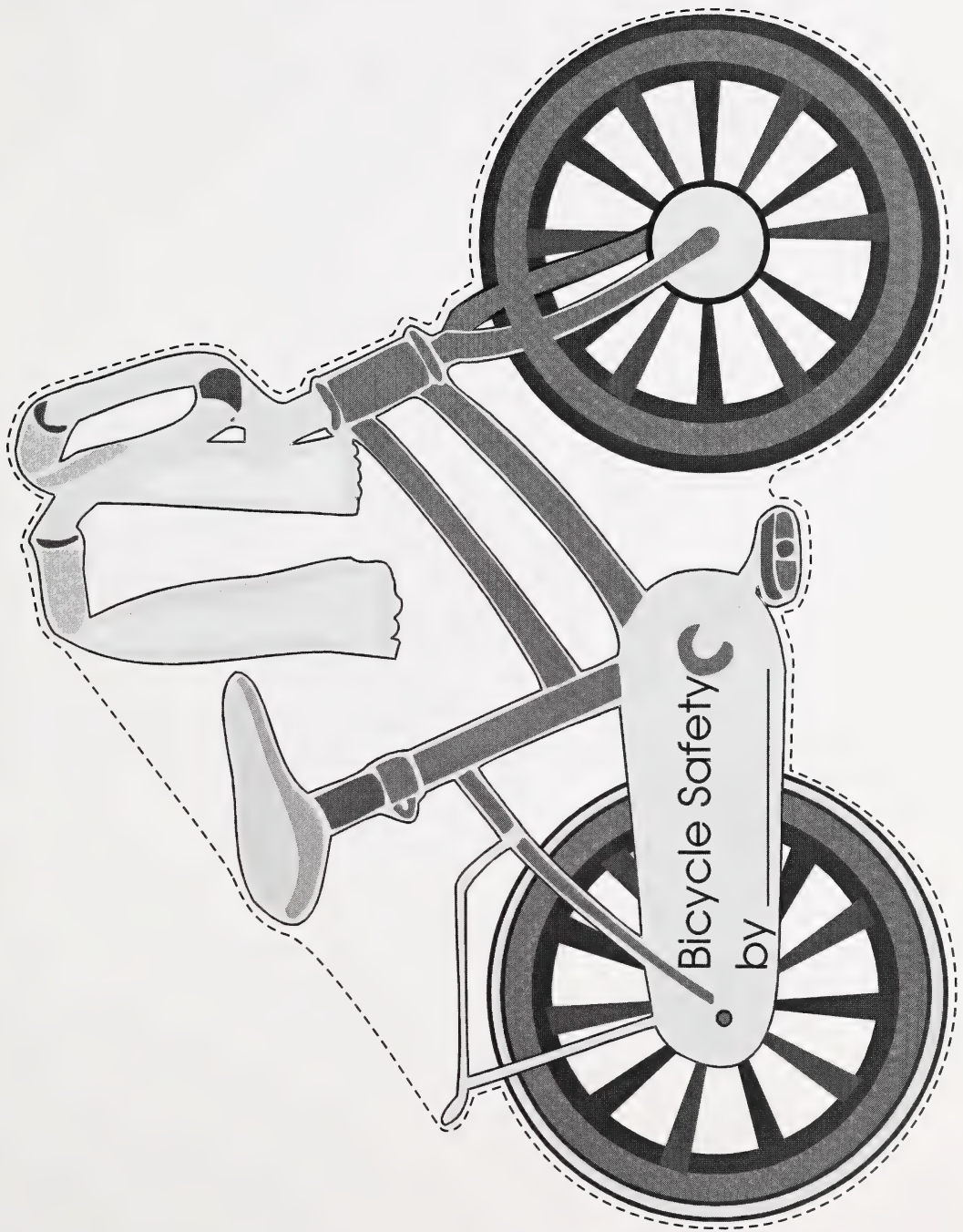
Step 1: Have the student cut on the dotted line around the bicycle shape on the following page.

Step 2: Using the shape as a pattern, have the student cut out four more shapes on unlined paper for the inside pages and the back cover.

Step 3: Staple the pages together on the left side.

Step 4: Have the student print his or her full name beside the word **by**.

Step 5: On three pages of the book, have the student write a bicycle safety rule and illustrate it. The chart from today's Reading activity could be used for reference and to help with spelling.



Day 13

Word Endings

Print the new words formed when the endings **-ed**, **-ing**, or **-s** are added to the base word. The first one has been done as an example.

Base word	-ed	-ing	-s
walk	walked	walking	walks
jump			
float			
leap			
play			
rest			

Day 13

Learning Log

Home Instructor's Comments

What do you observe about your student's participation in and understanding of science activities? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is interested in making a machine, such as a pulley |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys experimenting with the pulley |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows an understanding of the purpose of a pulley |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • communicates how a pulley works through oral explanations |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • thinks of uses for a pulley at home or work |

Add any further questions or comments you may have.

Student's Thoughts

Day 14

Learning Log

Home Instructor's Comments

What do you notice about your student's ability to view and represent information in social studies? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows an interest in exploring the community environment |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to predict what might be seen |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to gain information from observing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to organize observations by recording them on a graph |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to answer questions about a graph |

Add any additional details or comments you have.

Student's Thoughts

Day 15

Printing th words

Add **th** to the beginning of each of the word endings. Then print the whole word. Last, draw a picture to match each new word. The first one has been done for you as an example.

th ree	three	3
_____ ink		
_____ orn		
_____ irty		

Day 15

Learning Log

Home Instructor's Comments

What do you observe about your student's ability to recognize words and letter combinations? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to discriminate the difference between sounds, such as "t" and "th" |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to find a specified sound or word in a story or passage |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes an increasing number of high-frequency words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • tries to sound out unknown words using skills taught in Phonics |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to take an active part in reading stories and poems |

Add any comments or questions you may have about the student's reading skills and attitudes.

Student's Thoughts

Day 16

Spelling Test

Spell the words as they are read to you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Day 16

Learning Log

Home Instructor's Comments

What do you observe about your student's developing skills in writing and printing?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to suggest ways to improve his or her writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is beginning to use capital letters and ending punctuation when writing sentences |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to write ideas independently in a complete sentence |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to spell many words independently using a combination of standard and constructed spelling |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • holds a pencil in a comfortable grip |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes legibly |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses appropriate spacing between words |

Add any other comments or questions you have.

Student's Thoughts

Day 17 Word Recognition Test

Use the cards from your student's word boxes to test immediate recognition of these words. Check each word that the student can read by sight.

☐ people☐ now☐ down☐ who☐ only☐ did☐ write☐ find☐ too☐ such☐ much☐ used☐ water☐ good☐ look☐ came☐ come☐ long☐ very

If your student has chosen theme or special-interest words, write them here and check the ones that are recognized by sight.

☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____

Day 17

Printing

Read each sentence. Then print it on the lines.

I have a thorn in my thumb.

Did you know whales whistle?

I see the shadow of the sheep.

Which shell is white?

Day 17

Story Starter

Read the story starter below.

As you were sitting at home one day, you got a phone call. The caller said, "You and your family have won a trip to anywhere in the world."

Think about where you would go and what you would do there. Cut on the lines to make pages for a book about your trip. Read the sentence starters and fill in the blanks. Illustrate your book too.

The Trip of a Lifetime

by _____

Day 17

Story Starter

I would go to _____

I would travel on a _____

Day 17

Story Starter

When I got there I would _____

The best part of the trip would be _____

Day 17

Learning Log

Home Instructor's Comments

What do you observe about your student's oral communication? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • speaks clearly and fluently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • states preferences and can give a reason for choice |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • explains a problem and suggests solutions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • responds to questions appropriately |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shares ideas, opinions, and feelings |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • stays on topic in a short conversation |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses complete sentences when communicating orally |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands and uses an increasing number of words to express ideas |

Use this space for any other comments you may have about your student's oral communication skills.

Student's Thoughts

Day 18

Learning Log

Home Instructor's Comments

What do you observe about your student's general development and learning? Check **yes** or **not yet**.

Calendar

☐ yes☐ not yet

- understands Calendar Time routine

☐ yes☐ not yet

- is able to do most Calendar Time activities independently

Physical Education

☐ yes☐ not yet

- understands that physical fitness is essential to a healthy lifestyle

☐ yes☐ not yet

- applies safety rules to indoor and outdoor movement pursuits

☐ yes☐ not yet

- enjoys taking part in outdoor physical fitness activities

Science

☐ yes☐ not yet

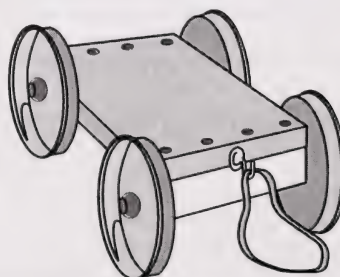
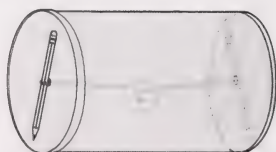
- describes materials and objects that have been used or observed

☐ yes☐ not yet

- constructs, with guidance, simple toys and machines

☐ yes☐ not yet

- identifies component parts



Day 18

Learning Log

Language Arts

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • generally speaks clearly and fluently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands and uses an ever-increasing vocabulary |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • willingly writes thoughts and ideas |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • tries to read unknown words independently using a variety of strategies |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is eager to read all or parts of stories |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes legibly |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • completes phonics pages independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses charts, word boxes, books, or <i>Collections Writing Dictionary</i> to help spell words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes high-frequency words in many places, including signs, books, and magazines |

Add any other comments you have about topics from this module.

Grade One Thematic Assignment Booklet 6B

Module 6B: On the Move

Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

Days 10–18

- ☐ Thematic Assignment Booklet 6B (Ensure that all assignments and Learning Logs are completed.)

Day 10

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 261 and 262
- ☐ Printing page

Day 11

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 263 and 264
- ☐ creative solution drawing or Wheels chart

Day 12

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 267 and 268
- ☐ Bicycle Safety book

Day 13

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 271 and 272
- ☐ How to Make a Pulley booklet

Day 14

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 273 and 274
- ☐ Traffic Survey Sheet or Traffic Signs and Signals survey

Day 15

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 275 and 276
- ☐ painting scene, or photograph or drawing and description of sculptures

Day 16

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 277 and 278
- ☐ Vehicles Without Wheels web
- ☐ favourite poem illustration

Day 17

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 279 and 280
- ☐ shape poem or The Trip of a Lifetime story
- ☐ Action Alphabet Book

Day 18

- ☐ *Level A: Modern Curriculum Press Phonics* pages 281 and 282
- ☐ Writer's Workshop activity (writing about a water vehicle)